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ABSTRACT

Presented is the tenth of 12 instructional kits, on teacher self-appraisal, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as applying an interaction analysis system by coding a given teacher pupil exchange), instructions for eight learning experiences (such as preparing an observation system for use in the classroom), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also provided is the transcript of a tape showing various types of teacher student interactions. (DB)

ED 100119

PROJECT CHILD

Ten Kit 10

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EC 070 989

TEN KIT 10

TITLE: Teacher Self Appraisal

APPROXIMATE TIME TO COMPLETE: 32 Hours

MATERIALS TO PURCHASE: Roberson, E. Wayne, Developing Observation Systems,
Educational Innovators Press, Tucson, 1970 (\$2.25)

INTRODUCTION:

The Teacher Self Appraisal Kit is designed to acquaint the student with theory and research supporting the need for systematic observation and analysis of the classroom behaviors of teachers and students. After completing the Kit, the student should be able to use a previously developed observation system, Flanders' Interaction Analysis, and to develop such systems as he may need to evaluate his own effectiveness.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 1

Name _____ Date _____

List and define the components of a classroom observation system with 100 percent accuracy.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 1

Proficiency requires that each of the seven components of an observation system be listed and defined as follows:

- A. Common communication structure--This component includes the terms common to the system, simple definitions for these terms and examples of the activities or behaviors to be observed.
- B. Coding procedures and format--This component constitutes the system by which the behavior or activity observed is recorded. Simplicity and organization for analysis are two factors which should be emphasized in developing this component.
- C. Analysis--This component should present the method(s) which can be used to determine the meaning of the observations after they have been coded. For example, will the record of observations be studied to determine the number of times that a single behavior or activity occurs?
- D. Ground rules--This component establishes criteria which assist the observer to interpret the system itself and the behaviors and activities which he observes.
- E. Coding units--This component establishes a regular time sequence for recording the behavior or activity to be observed.
- F. Method of observation--This component describes the procedure to be used in making the observation; basically it determines whether the observer must be on-site or whether audio and/or video tape recordings are sufficient for observing the situation.
- G. Establishing reliability--This component describes the steps necessary to insure that the observer is recording the behavior or activity which actually occurs.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 2

Name _____ Date _____

Explain in narrative or chart form the procedure to follow in evaluating your teaching effectiveness, including seven steps.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 2

Proficiency requires that the explanation of evaluation of teacher effectiveness include all of the following factors:

- A. Identification of student needs
- B. Statement of performance objectives
- C. Development of teacher process objectives and/or instructional strategies
- D. Planning a systematic observation procedure
- E. Implementation of the process objectives and/or strategies
- F. Monitoring the implementation with the observation system
- G. Assessment of attainment of performance objectives

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 3

Name _____ Date _____

With 90 percent accuracy complete the following quiz. On the left are statements which describe Flanders' interaction analysis system; on the right are elements which are characteristic of any observation system. Identify the element most appropriate for each statement by placing its letter in the blank before the statement.

- | | |
|---|-----------------------------------|
| _____ 1. Category 10 is the catchall category. | a) common communication structure |
| _____ 2. There are seven categories of teacher behavior. | b) coding procedure and format |
| _____ 3. The observer records a number for each behavior observed. | c) analysis |
| _____ 4. Record of observation is placed on a matrix for interpretation. | d) ground rules |
| _____ 5. If the observer is confused as to which category to record, the category furthest from lecture should be selected. | e) coding unit |
| _____ 6. Teacher direct talk contains three categories. | f) method of observation |
| _____ 7. Scott's coefficient is used to determine percentage of agreement between observers. | g) establishing reliability |
| _____ 8. Audio-tape recordings permit coding of verbal interactions. | |
| _____ 9. Usually verbal behavior is coded at each three second interval. | |
| _____ 10. Sometimes a number is recorded at each speaker change rather than at three second intervals. | |

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 3

Proficiency requires 90 percent correct responses on the quiz for this objective. Correct answers follow:

D 1.

A 2.

B 3.

C 4.

D 5.

A 6.

G 7.

F 8.

E 9.

E 10.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 4

Name _____ Date _____

Schedule with your teacher supervisor a time to code the teacher student interaction on a five minute audio-tape. This must be done using Flanders' system, coding with at least .75 reliability and coding directly into a matrix.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 4

Using the audio tape designated as Training Tape 1, have the student record the verbal interaction directly into a matrix. This must be done using Flanders' system with a minimum reliability of .75.

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 5

Name _____ Date _____

1. Schedule with your teacher supervisor a conference in which you will with at least 90 percent accuracy
 - a. Use the matrix diagonal to trace patterns of teacher student interaction on two completed matrices.
 - b. Identify the dominant pattern(s) of interaction reflected on each matrix.
 - c. Explain what transpired in the motivational area of each matrix.
 - d. Explain what transpired in the content cross area of each matrix.
 - e. Explain what transpired in the vicious circle area of each matrix.

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Teacher Self Appraisal

PREASSESSMENT

Performance Objective 5

1. Using the two completed matrices labeled Ten Kit 10, PREASSESSMENT, have the student interpret these matrices on the following criteria with at least 90 percent accuracy:

- a. The student must use the matrix diagonal to trace patterns of teacher-student interaction.
- b. The student must identify the dominant pattern(s) of interaction reflected on each matrix.
- c. The student must be able to explain what transpired in the motivational area of each matrix.
- d. The student must be able to explain what transpired in the content cross area of each matrix.
- e. The student must be able to identify what transpired in the vicious circle area of each matrix.

Matrix 1

- a. The dominant pattern in this matrix involves the 9-3, 3-3, 3-9, and 9-3 cells. This reflects a pattern of teacher responding to student initiated talk by accepting and using student ideas, the extended occurrence of this behavior; students responding to teacher acceptance and use of student ideas by initiating talk; the extended occurrence of student initiated talk; teacher acceptance and use of student ideas, etc. A somewhat less frequent pattern is the movement from extended teacher lecture to teacher question to extended teacher question to predictable student response to extended predictable student response and back into the dominant pattern of teacher acceptance of student ideas, etc.
- b. A fairly large proportion, 24.1 percent, of the interaction was spent in the motivational area, with the largest proportion of this occurring as the teacher accepted or used ideas of the students. Somewhat less time was spent by the teacher in praising or encouraging the student and almost no time was spent by the teacher in accepting the feelings of the students. Students responded to the teacher's efforts at indirect influence by initiating talk themselves.

TEN KIT 10, Teacher Self Appraisal, Preassessment, Performance
Objective 5

- c. Over 28 percent of the interaction occurred in the content cross area of the matrix, fairly equally divided between lecture and teacher questions. Lecture usually led to questions which led in approximately equal proportion to student predictable responses and student initiated talk.
- d. Nothing occurred in the vicious circle area of the matrix except for the teacher's giving directions. The directions led to either predictable student response or silence, which led to student initiated talk and thence to teacher acceptance. At no time did the teacher criticize or justify his authority.

Matrix 2

- a. The dominant pattern in this matrix is teacher question, predictable student talk, teacher question, predictable student talk, etc. This is reflected by the large number of tallies in the 8-4 and 4-8 cells. Worthy of note is the fact that extended teacher lecture was most frequently followed by teacher directions which were followed by student initiated talk which was often followed by teacher criticism.
- b. Only 5.5 percent of the interaction occurred in the motivational area with almost all of that occurring as the teacher praised predictable student responses. In only one instance did the teacher accept and use student ideas.
- c. Over 35 percent of the interaction was recorded in the content cross area of the matrix with a very large proportion falling in the 8-4 cell which indicates that the teacher is responding to predictable student talk by asking another question.
- d. Over 5 percent of the interaction occurred in the vicious circle area of the matrix. Teacher directions frequently led to student initiated talk which frequently led to teacher criticism or silence. Teacher criticism usually led to teacher directions or silence. Another category which followed silence frequently was predictable student response, which was usually followed by a teacher question.

BEST COPY AVAILABLE

TEN KIT 10Teacher Self AppraisalPREASSESSMENTPerformance Objective 6

Name _____ Date _____

Present to your teacher supervisor in writing an explanation of an observation system which you have developed and used and the results which you obtained through the use of the system. Proficiency requires that this explanation offers evidence that the system which you used conforms to the characteristics of a teacher observation system as described by Roberson in Developing Observation Systems.

TEN KIT 10Teacher Self AppraisalPREASSESSMENT**BEST COPY AVAILABLE**Performance Objective 6

1. The observation system presented for preassessment must include
a) common communication structure, b) coding procedure and format, c) analysis, d) ground rules, e) coding unit, f) method of observation, g) procedure for establishing reliability. Evidence must be presented that the system was applied on the basis of,
a) identifying student needs, b) stating performance objectives, c) developing teacher process objectives and/or instructional strategies, d) planning a systematic observation procedure, e) implementing the process objectives and/or strategies, f) monitoring the implementation with the observation system and g) assessing the attainment of performance objectives.

TEN KIT 10

Teacher Self Appraisal

PERFORMANCE OBJECTIVES

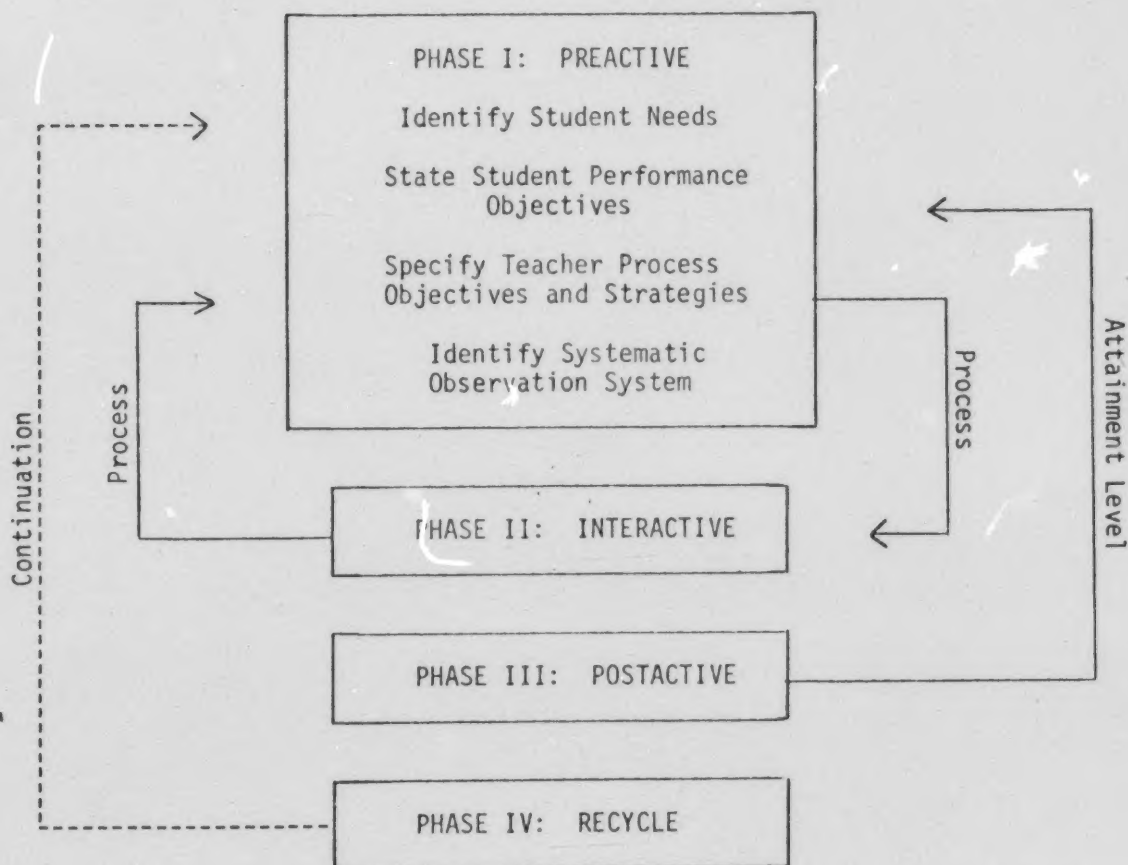
Upon completing the Teacher Self Appraisal Kit, you will:

1. Demonstrate your knowledge of the components of a classroom observation system by correctly defining each of the seven components:

- a. Common communication structure
- b. Coding procedures and format
- c. Analysis
- d. Ground rules
- e. Coding unit
- f. Method of observation
- g. Establishing reliability

2. Demonstrate your comprehension of the purpose and function of teacher self appraisal by writing a short narrative (1-1 1/2 pp.) explaining each phase of the following chart.

SCHEME FOR THE EVALUATION OF TEACHER EFFECTIVENESS



TEN KIT 10, Teacher Self Appraisal, Performance Objectives

3. Apply the components (see Performance Objective 1) of an observation system by identifying the seven components in Flanders' interaction analysis system.

4. Apply Flanders' interaction analysis system by coding a given teacher pupil exchange with at least .75 reliability.

5. Analyze teacher pupil interaction patterns by interpreting interaction matrices with at least 90 percent accuracy.

6. Synthesize your understanding of the preactive phase in the "Scheme for Evaluation of Teacher Effectiveness" by:

- a. Identifying a student need in your situation
- b. Writing at least one performance objective related to the above student need
- c. Describing the process objectives and/or strategies that will be used to attain the performance objective(s)
- d. Developing an observation system specifying the seven components used to collect systematic data on the implemented process objectives and/or strategies

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 1

1. Read both Developing Observation Systems by E. Wayne Roberson, and Mirrors for Behavior: An Anthology of Classroom Observation Instruments, Ed. Simon and Boyer, Section 1, pp. 1-24, and discuss with two peers the following questions:

- a. What is the significance of a system to be used by a teacher to appraise his performance?
- b. What procedures would you recommend for developing and implementing a self appraisal system?

(One person should be appointed as a recorder, and a transcript of the discussion should be submitted to the teacher supervisor.)

(Performance objectives 1, 2, and 3)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 1

1. Students are instructed to form groups of three and discuss this reading assignment around two questions. They are to submit a transcript of the discussion to the teacher supervisor. They do not have to consult you at this point, but if they should, you might use the following points as items that should have been emphasized in this discussion:

- a. An observation system allows a teacher to isolate specific teacher and/or student behaviors or activities and to record the frequency with which these occur in the classroom.
- b. An observation system can provide a teacher with information on how students respond to specific teacher behaviors and how he responds to specific student behaviors.
- c. An observation system can be used to relate student achievement or classroom emotional climate to specific behaviors.
- d. An observation system can be used by a teacher to help himself cultivate successful teaching behaviors and eliminate unsuccessful ones.
- e. In the development of an observation system the following components should be provided:
 1. Common communication structure
 2. Coding procedure and format
 3. Method of analysis
 4. Ground rules
 5. Coding unit
 6. Method of observation
 7. Method of establishing reliability

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LEARNING EXPERIENCE 2

List and submit to the instructor five classroom problems, which you either have encountered or think you may encounter, that an observation system might help a teacher to solve.

(Performance Objective 7)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 2

Read the five classroom problems submitted under this learning experience to insure that at least one is stated clearly enough so that an observation system can be developed around it for Learning Experience 8.

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 3

1. Read "Interaction Analysis As a Feedback System", Amidon and Flanders, Interaction Analysis: Theory, Research, and Application, Ed. Amidon and Hough.

You should be able to identify the various aspects of the interaction analysis system by the descriptions given the components of an observation system in Developing Observation Systems.

(Performance Objective 3)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 3

The student is told specifically to identify the parts of Flanders' system which correspond to Roberson's seven common elements of an observation system. If you are asked for assistance, refer the student to Developing Observation Systems, pp. 28-30.

TEN KIT 10

Teacher Self Appraisal

LEARNING EXPERIENCE 4

Using Interaction Analysis As a Feedback System and a transcript of classroom dialogue provided by the teacher supervisor, code the exchange between teacher and students directly into a matrix. In order to complete this activity you should schedule a conference (in groups of 3 to 5 if possible) with the teacher supervisor, who will explain the procedure of coding directly into the matrix without pairing numbers.

(Performance Objective 4)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 4

You have a copy of the dialogue coded correctly and the matrix recorded properly. The procedure for coding directly into a matrix follows:

Make a diagonal line through a blank matrix extending from the upper left hand corner to the lower right hand corner. Place your pencil in the 10-10 cell, at the first coding interval move your pencil along the 10 row to the column number of the behavior to be recorded and mark, move up that column to the diagonal, at the next coding interval move your pencil along the row to the proper column and mark, move along that column to the diagonal, at the next coding interval move your pencil along that row to the proper column and mark, etc.

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 5

Schedule a conference (in groups of 3 to 5 if possible) with the teacher supervisor to learn the method of computing the reliability coefficient for coding classroom dialogue according to Flanders' interaction analysis system.

(Performance Objective 4)

TEN KIT 10

Teacher Self Appraisal

LEARNING EXPERIENCE 5

Students are instructed to schedule a conference with the teacher supervisor to learn the procedure for computing the reliability coefficient of their interaction analysis coding. These points should be covered thoroughly in that conference:

1. Reliability must be computed on the basis of two persons' coding of the same teacher student interaction.
2. Each person must compute separately the percentage of tallies which he recorded in each of the ten behavior categories.
3. Each person must use the formula

$$\widetilde{r} = \frac{Po - Pe}{100 - Pe}$$

where Po equals 100 less the total difference to determine the reliability of his coding.

4. The two people must determine the total amount of discrepancy (in percent form) between their separate codings.
5. Each person must use the highest and second highest percentages of his tallies to determine the Pe for his coding.

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 6

1. Using audio tapes provided by the teacher supervisor, practice coding classroom dialogue until you have attained a consistent reliability coefficient of .75.
2. This activity must be completed by students in pairs.

(Performance Objective 4)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 6

The student is instructed to practice coding dialogue from audio tape recordings until he attains a consistent reliability score of .75. You have coded transcripts of the practice tapes and accurate matrices so that you can provide assistance when requested.

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 7

1. Request from the teacher supervisor three matrices which have been completed using interaction analysis to code classroom dialogue. Interpret and prepare a narrative explanation of each matrix, including

- a. Using the matrix diagonal, trace the pattern(s) of exchange between teacher and student.
- b. Describe the dominant pattern(s) of this exchange.
- c. Describe the activity within the "motivational area," "content cross," and "vicious circle."

(Performance Objective 5)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 7

1. The student is required to interpret three matrices which have been completed, citing dominant patterns of interaction and the significance of interaction in the motivational, content cross and vicious circle areas of each matrix. You have a copy of each matrix and following is a guide for interpreting each:

Matrix 1

- a. The dominant pattern of interaction in this Matrix occurs in the 8-4 and 4-8 cells which indicates teacher question, predictable student response, teacher question, predictable student response, etc. Occasionally the teacher responded to predictable student response with lecture which was followed by extended periods of lecture. Extended lecture was followed most frequently by teacher directions, extended directions, student initiated talk, silence, predictable student response and back to the dominant pattern with a teacher question.
- b. A little over 5 percent of the interaction was recorded in the motivational area, dominated by teacher praise of predictable student response. The only other interaction in this area was at one point when the teacher seemed to give extended acceptance of student ideas and another point when the teacher accepted the feelings of students.
- c. Over 35 percent of the interaction occurred in the content cross area, dominated by teacher questions which were usually followed by predictable student response.
- d. Almost 6 percent of the interaction was recorded in the vicious circle. Teacher directions were followed by silence, student initiated talk or teacher criticism. Silence usually preceded predictable student response; student initiated talk was usually followed by teacher criticism; teacher criticism usually preceded either more teacher direction or silence. This indicated some problems in staying with the dominant pattern of question, answer, question. However, the pattern seemed always to be reestablished.

Matrix 2

- a. The dominant pattern of interaction is teacher question, predictable student response, teacher question, predictable student response, etc. Several times the teacher followed student responses with lecture or directions. These, however, always led back into teacher questions and thence to predictable student response or directly to

predictable student response.

- b. Almost no interaction occurred in the motivation area of the matrix. Only once did the teacher accept or use a student response. Interestingly, there was no student initiated talk recorded at all.
- c. Over 45 percent of the interaction recorded occurred within the content cross area of the matrix, with lecture occurring almost twice as frequently as questions.
- d. The teacher tended to give directions somewhat frequently following lecture and predictable student responses; however, no teacher criticism was recorded. The most frequent student response to teacher directions was silence which accounted for almost 9 percent of the total interaction recorded.

Matrix 3

- a. The dominant pattern of interaction in this matrix is extended teacher acceptance and use of student ideas, student predictable response, extended predictable response, teacher acceptance and use of student ideas, extended teacher acceptance and use of student ideas, etc. Frequently student initiated talk followed teacher questions and led to extended student initiated talk, which led back into the dominant pattern.
- b. Motivational area interaction accounted for almost 19 percent of the total, with all of this located in the teacher acceptance of student idea column. At no time did the teacher accept student feelings or praise student responses.
- c. Only a little over 20 percent of the interaction was recorded in the content cross, with teacher questions occurring more frequently than lecture.
- d. The only behavior recorded in the vicious circle was teacher directions. At least twice teacher directions were followed by silence. At no time did the teacher criticize or justify his authority.

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 8

1. Prepare an observation system for use in your own classroom following these steps:
 - a. Use one of the problems stated in Learning Experience 2 as the basis for determining a student need.
 - b. Write a 1-2 pp. narrative including a statement of student need, performance objective(s), process objectives and/or strategies.
 - c. Describe in writing the components of your system, using the component headings found in Developing Observation Systems.
 - d. Explain in writing how you will use results obtained with your system to measure attainment of performance objective(s).
 - e. Submit b, c and d to your teacher supervisor and schedule a conference with him for evaluation.

(Performance Objective 6)

TEN KIT 10Teacher Self AppraisalLEARNING EXPERIENCE 8

1. The student is instructed to develop an observation system based upon student need, performance objectives, and instructional strategies and to explain how the observation system will be used to measure the effectiveness of the instructional strategies. This is all to be submitted to the teacher supervisor for evaluation and will be used to determine proficiency for Performance Objective 7. The following criteria should be used to evaluate the assignment. If the work is deficient in any of the criteria, the student should be required to revise that part, or parts, until the entire assignment is satisfactory.
 - a. The student need which is identified should flow directly from one of the problems stated in Learning Experience 2.
 - b. Each performance objective stated should include all six elements of a performance objective. (See Developing and Writing Performance Objectives, p. 33).
 - c. The performance objective(s) should have a clear relationship to the identified student need and the student should be able to defend his choice of objectives.
 - d. The process objectives and/or instructional strategies must be relevant to the performance objectives and the student should be able to defend his choice of process objectives and/or strategies.
 - e. The system developed to monitor the implementation of the instructional strategies must include the seven components of an observation system described in Developing Observation Systems, pp. 11-14.
 - f. The student should be able to defend his choices for the various components of his observation system.
 - g. The student must explain how his observation system will be used to monitor the implementation of his process objectives and/or instructional strategies; e.g. how frequently will the system be applied, what information will it provide, how will the information be used.

- h. The student must explain how the attainment of the performance objective(s) will be assessed and how the information collected through the observation system is related to the attainment, or lack thereof, of performance objectives.

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES NO

- | | |
|--------|---|
| — — | 1. Did my peers and I in Learning Experience 1 agree upon the significance of a teacher using a classroom observation system to appraise his own performance? |
| — — | 2. Did my peers and I in Learning Experience 1 agree upon the procedures to follow for developing and implementing a self appraisal system? |
| — — | 3. Did my teacher supervisor indicate that the written summary of my discussion in Learning Experience 1 was satisfactory? |

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

YES NO

- | | | |
|---|---|--|
| — | — | 1. Can I explain the value of systematic observation procedures? |
| — | — | 2. Can I name the specific components of a classroom observation system? |
| — | — | 3. Can I explain the application of a classroom observation system, using Roberson's "Scheme for the Evaluation of Teacher Effectiveness?" |

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

YES NO

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Do I know what the common communication structure is for Flanders' interaction analysis system? |
| ___ | ___ | 2. Do I know what the coding procedure and format are for Flanders' interaction analysis system? |
| ___ | ___ | 3. Do I know what the analysis procedure is for Flanders' interaction analysis system? |
| ___ | ___ | 4. Do I know what the ground rules are for Flanders' interaction analysis system? |
| ___ | ___ | 5. Do I know what the coding unit is for Flanders' interaction analysis system? |
| ___ | ___ | 6. Do I know what the method of observation is for Flanders' interaction analysis system? |
| ___ | ___ | 7. Do I know how reliability is established for Flanders' interaction analysis system? |

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

YES NO

- _____ 1. Can I code with .75 reliability audio tape recorded interaction between teacher and students?

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

YES NO

- | | | |
|---|---|---|
| — | — | 1. Can I use the diagonal line through the Flanders' matrix to trace patterns of teacher student interaction? |
| — | — | 2. Do I know which segment of the Flanders' matrix is referred to as the motivational area? |
| — | — | 3. Can I explain the interaction which transpires in the motivational area of the Flanders' matrix? |
| — | — | 4. Can I explain the interaction which transpires in the content cross of the Flanders' matrix? |
| — | — | 5. Can I explain the interaction which transpires in the vicious circle of the Flanders' matrix? |

TEN KIT 10Teacher Self AppraisalSELF EVALUATION

For each question below place a check mark in either the yes or no column depending upon how you would rate your own understanding or skill referred to in the question. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

YES NO

- — 1. Did my teacher supervisor indicate that the observation system I designed for Learning Experience 8 was satisfactory?

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 1

Name _____ Date _____

List and define with 100 percent accuracy the seven components of a classroom observation system.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 1

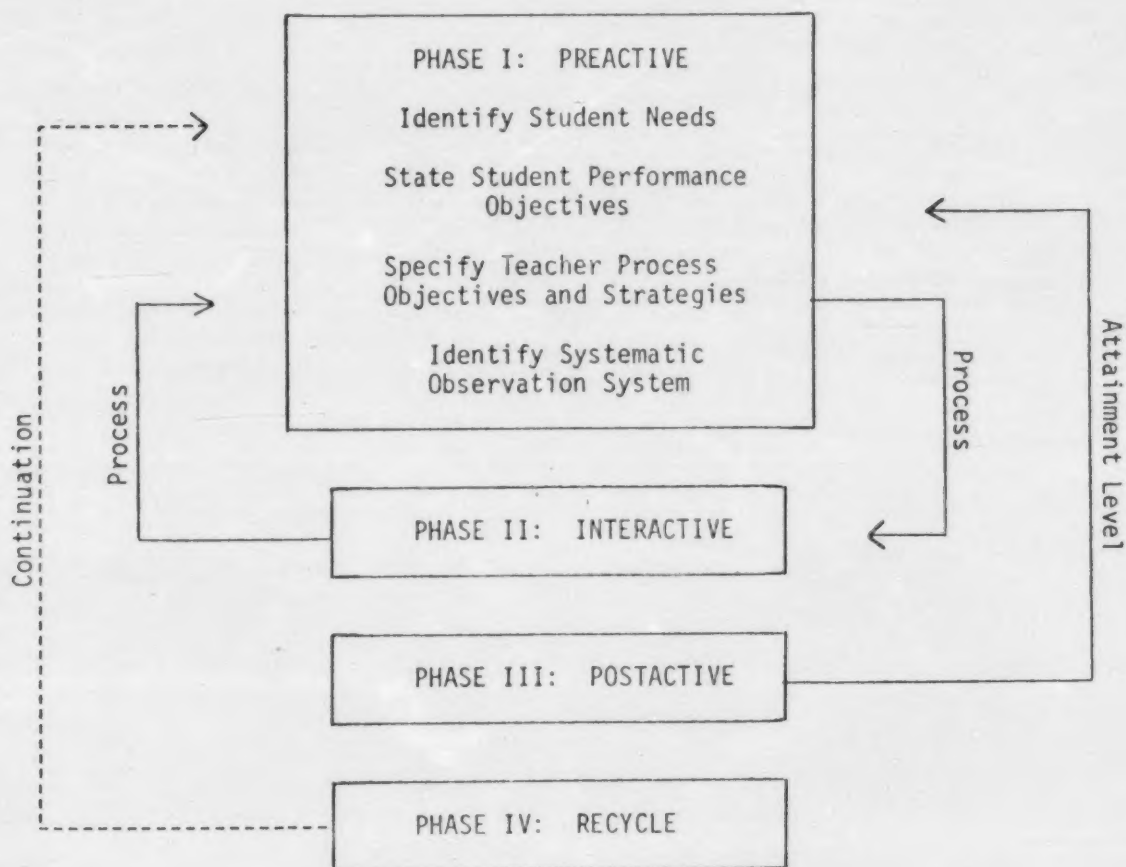
1. Proficiency requires that each of the seven components of an observation system be listed and defined as follows:
 - a. Common communication structure--This component includes the terms common to the system, simple definitions for these terms and examples of the activities or behaviors to be observed.
 - b. Coding procedures and format--This component constitutes the system by which the behavior or activity observed is recorded. Simplicity and organization for analysis are two factors which should be emphasized in developing this component.
 - c. Analysis--This component should present the method(s) which can be used to determine the meaning of the observations after they have been coded. For example, will the record of observations be studied to determine the number of times that a single behavior or activity occurs?
 - d. Ground rules--This component establishes criteria which assist the observer to interpret the system itself and the behaviors and activities which he observes.
 - e. Coding units--This component establishes a regular time sequence for recording the behavior or activity to be observed.
 - f. Method of observation--This component describes the procedure to be used in making the observation; basically, it determines whether the observer must be on-site or whether audio and/or video tape recordings are sufficient for observing the situation.
 - g. Establishing reliability--This component describes the steps necessary to insure that the observer is recording the behavior or activity which actually occurs.

TEN KIT 10

Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 2

Name _____ Date _____

1. Write a 1-1 1/2 pp. explanation of the following chart:

SCHEME FOR THE EVALUATION OF TEACHER EFFECTIVENESS

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 2

1. The student is asked to write a 1-1 1/2 pp. explanation of the chart found on page 6 of Developing Observation Systems. Proficiency requires that the explanation include all of the following factors:
 - a. Effective teaching begins with identification of student needs.
 - b. Effective teaching is based upon performance objectives drawn from student needs.
 - c. Effective teaching requires the teacher to plan instructional strategies or process objectives designed to enable the student to attain the performance objectives.
 - d. Systematic monitoring must be employed through an observation system to determine the extent to which the instructional strategies and/or process objectives are implemented.
 - e. Attainment of performance objectives must be assessed at the close of the instructional period to determine the effectiveness of the instructional strategies.
 - f. Student needs should then be reidentified and the process reinitiated.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 3

Name _____ Date _____

1. Using the following seven components of an observation system, explain with 100 percent accuracy how Flanders' interaction analysis fits Roberson's description of a classroom observation system:
 - a. Common communication structure
 - b. Coding procedures and format
 - c. Analysis
 - d. Ground rules
 - e. Coding unit
 - f. Method of observation
 - g. Establishing reliability

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 3

1. Given the seven components of an observation system, the student is asked to explain how Flanders' interaction analysis system fits Roberson's description of a classroom observation system. Proficiency requires 100 percent accuracy on the following explanations:
 - a. Common communication structure--There are ten behavior categories in Flanders' system.
 - b. Coding procedures and format--The student records the appropriate number for each behavior observed.
 - c. Analysis--The numbers are recorded on a matrix which enables the analysis of patterns of interaction and facilitates the computation of percentages of time occupied by the various behaviors.
 - d. Ground rules--Flanders' system has two ground rules--1) when the observer is confused between two categories of behavior, the category furthest from lecture should be selected and 2) if the observer does not know what category to record, Silence/Confusion is selected.
 - e. Coding unit--Flanders' system has the observer to record the behavior observed at each three second interval.
 - f. Method of observation--Flanders' system allows on site, audio tape or video tape observation.
 - g. Establishing reliability--An observer's reliability with Flanders' system can be determined with a formula for computing a reliability coefficient for the observer.

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PROFICIENCY ASSESSMENT

Performance Objective 4

Schedule a conference with the teacher supervisor to code an audio tape recording of classroom dialogue; use Flanders' system with a reliability coefficient of at least .75.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 4

1. The student is requested to schedule a conference with the teacher supervisor and code in his presence an audio tape recording of classroom dialogue. The teacher supervisor should have the audio tape and recorder available for the conference. This is to be coded directly into a matrix using Flanders' system. The teacher supervisor should have an accurately completed matrix for the audio tape used and require the student to attain a reliability level of .75.

2. The student must compute his own reliability coefficient.

3. The teacher supervisor should check all of the operations necessary to computing reliability.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 5

1. Schedule a conference with your teacher supervisor for whom you will interpret two matrices coded on Flanders' interaction analysis system, answering correctly at least .85 percent of these questions:

- a. Trace the response patterns using the matrix diagonal--one for each matrix.
- b. Explain what transpired in the motivational area--one for each matrix.
- c. Analyze the content cross--one for each matrix.
- d. Discuss the vicious circle--one for each matrix.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 5

1. The student is instructed to schedule a conference with the teacher supervisor in which he will interpret two completed interaction analysis matrices. The teacher supervisor should have the matrices designated for this segment of Kit 10 available for the conference and require accurate interpretation for at least seven of the eight possible questions as proficiency requirements. Matrix interpretation guides follow.

Matrix 1

- a. The dominant pattern of interaction in this matrix is teacher question, predictable student response, extended predictable student response, teacher question, etc. An interesting alternate pattern occurs when the teacher responds to predictable student response with lecture (almost as frequently as he responds with a question). When this occurs, the teacher moves into extended lecture, then asks a question and the dominant pattern is reinitiated.
- b. Five and one-half percent of the interaction is recorded in the motivational area of the matrix. This is about equally divided between categories 2 and 3.
- c. Over 50 percent of the tallies are recorded in the content cross area of the matrix, with almost 31 percent of them in the lecture column and 20 percent in the question column.
- d. Almost no interaction occurred in the vicious circle area of the matrix, with the 6 and 7 columns accounting for only a little over 2 percent of all the tallies.

Matrix 2

- a. The dominant pattern of interaction in this matrix is extended lecture, teacher directions, extended teacher directions, student initiated talk, extended student initiated talk, teacher acceptance of student ideas, extended teacher acceptance of student ideas, teacher lecture, extended teacher lecture, etc.

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Performance Objective 5

- b. A little over 18 percent of the interaction occurred in the motivational area of the matrix. The teacher frequently responded to student initiated talk by accepting or using student ideas and continuing in that category for an extended time.
- c. Almost 20 percent of the interaction was recorded in the content cross, with lecture being dominant. This occurred as the teacher moved from the use of student ideas back into lecture.
- d. Although 12.5 percent of the tallies were recorded in columns 6 and 7, there was only one entry in the 6-7 and 7-6 cells. Teacher directions were usually followed by student initiated talk. The teacher engaged in criticism, sometimes extended, on three separate occasions, but none of these followed teacher directions and only one preceded teacher directions.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 6

The observation system developed in Learning Experience 8 will be used to determine proficiency for this objective.

TEN KIT 10Teacher Self AppraisalPROFICIENCY ASSESSMENTPerformance Objective 6

1. The observation system developed for Learning Experience 8 of this kit should be used to determine proficiency for this objective, and should be judged on the following criterion:

- a. The student need which is identified should flow directly from one of the problems stated in Learning Experience 2.
- b. Each performance objective should include all six elements of a performance objective. (See Developing and Writing Performance Objectives p. 33)
- c. The performance objective(s) should have a clear relationship to the identified student need and the student should be able to defend his choice of objectives.
- d. The process objectives and/or instructional strategies must be relevant to the performance objectives, and the student should be able to defend his choice of process objectives and/or strategies.
- e. The system developed to monitor the implementation of the instructional strategies must include the seven components of an observation system described in Developing Observation Systems, pp. 11-14.
- f. The student should be able to defend his choices for the various components of his observation system.
- g. The student must explain how his observation system will be used to monitor the implementation of his process objectives and/or instructional strategies; e.g., how frequently will the system be applied, what information will it provide, how will the information be used.
- h. The student must explain how the attainment of the performance objective(s) will be assessed and how the information collected through the observation system is related to the attainment, or lack thereof, of performance objectives.

First Episode

This is a training tape designed to provide practice in applying the categories of interaction analysis. It consists of several different recorded teaching episodes.

The first episode takes place in a junior high school classroom in which there is a current events discussion occurring just after the headlines of the U-2 incident of a plane being shot down over Russia.

T -- This morning during activity class, many of you, ah, wondered if I had seen the headline in the paper this morning. This was again about, ah, the plane that had been shot down over Russia. Now Sandra was wondering just how this, ah, plane got into Russia in the first place.

S -- Well, I just can't understand how after all the warfare and all of the things that we've been learning about, Russia is so advanced above us and here this plane got into Russia a couple thousand miles and they didn't see it. Of course it did get shot down, but I just can't understand with all their warfare how it did get in there. xx

S -- Well, I could say that brightens our hopes for retaliation, if they do attack us but, ah, I wonder if they didn't purposely let the plane get in there so they could have an undisputed, ah, claim that we were spying on them. After all the little border incidents like, ah, some of them have been, I don't know if those were spying missions or not but they, ah, someone's always been able to talk their way out of it. So they, ah, possibly let the plane get in there in order so they could have a fool proof case on us.

T -- Now Jerry's mentioned that, ah, that perhaps the Russians allowed this plane to get in there deliberately so that they might have an edge of some type on us in the, ah, propaganda war that is going on the world today. Ah, now this is of particular importance today because, ah, of the summit conference that is beginning now, ah, Marcia, you were ah, reading about the summit conference last week. Of what importance is this, ah, and the plane incident?

S -- Well, they'll probable discuss it and they'll think something's, well that Russia is trying to, Oh, get above us in some way and they're trying to get, they're trying to let the plane get into the country so they could shoot it down. This could start a third world war.

T -- All right, now are there any other thoughts on this plane incident? Bill?

S -- Well, there was some discussion on whether it, the plane, had mechanical difficulty or. . .

T -- Now this is a good point now, go ahead. . .

S -- or whether it was shot down. And the Russians also said that they had the plane in about one piece. . .

T -- Um Hm

S -- I don't see how they could have had it in one piece when it was, ah, it fell from 65,000 feet in the air.

T -- I see

S -- And, ah, they said they said they were so far advanced in, ah, missile warfare and everything like that so how could the plane have gotten so far into Russian territory?

T -- Um Hm

S -- And, ah, they, there is also some things they said that, that probably, ah, they're probably going to shoot the, the pilot and well, I don't think that's ah, the right thing to do, they should settle it peaceably and discuss it, and. .

T -- All right. Sandra you have, ah, your hand up, what point did you wish to add?

S -- Well, maybe, um, that man, I don't remember his name right now, is it Powell?

T -- Ah, who can recall the pilot's name now? Ah, Marcia

S -- I wouldn't know.

T -- Susan?

S -- Powers.

T -- Powers, that's right.

S -- Well, this Mr. Powers, maybe he went in there on purpose. Instead of working with us maybe he was working with the Russians and maybe he was an agent of some type who went in there on purpose and, and brought all this stuff in there and got so far in and, and made everything plain and, and so that everyone would be suspicious of the United States and what exactly they were doing.

T -- Um, hm -- Now this is a good point. Are there any other thoughts on this? Ah, Karen?

S -- Well, do they know who sent the man into Russia?

T -- Does anyone know now, ah, who gave the orders, do you recall this from your newspaper, ah, readings?

S -- Secretary Herter said that he wasn't going to, Secretary of State Herter said that he wasn't going to reveal who sent him in, but they do know that the United States didn't tell him to go.

T -- Well, now the big question seems to be should we have sent this pilot in in the first place? Robert?

S -- Um, I don't think, ah, he should have gone through the right channels, I'm not sure he got permission from, ah, high enough to go in. Ah, he I know this sounds kind of way out but, ah, he could've, ah, gotten permission, he was going on a short flight, ah, taking the plane somewhere or another for repairs and ah, had the mechanical difficulty in there after he had ah, sort of snuck into Russia, and, ah, just by luck had not gotten shot down.

T -- All right, now this is a good point, ah, Robert has mentioned the mechanical difficulty of it now. Any other thoughts? Sharon?

S -- Well, even if the plane did have a mechanical difficulty, if we tried to impress that upon the, the Russians they wouldn't believe us because they are trying to find something against us.

T -- Karen.

S -- Do you think the United States would have, ah, done the same thing if there was a Russian ship or Russian plane?

T -- All right. Now Karen has asked the question, now what would the United States have done in such an instance. Ah, Kim?

S -- Well, I think that maybe they would have, well, that's the way the Russians did it, I think they probably should have, because if Russian wants to be, doesn't want, ah, American planes flying over it and finding out different things about her country then (tape goes off)

T -- All right, now we've heard several different opinions on this problem of the Russian plane but just to recall the several items that have been mentioned, ah, Sharon, ah, would you just briefly tell us now what has been mentioned so far so we can get all of the thoughts together.

S -- Well, we don't know whether it was mechanical difficulty or the, it was shot down the reason the plane come down. And we don't know whether, ah, the man was sent by one of our officials to go over there or whether he did it purposely or whether it was for some other reason. . .

S -- Hey come on, gimme it!

T -- Any other thoughts in this Sandra?

S -- Well

S -- (whispering by students) no! no!

T -- All right, boys I've had enough back there now, let's settle down! Sandra.

S -- Well, I'd like to know why in the world, I mean he would just go in there, I mean it's so, someone would be so scared, because he knew it was fatal death, I mean, he just couldn't go all the way across Russia and not someone see him with all those difficulties and things like that. . .

S -- Hey come on give it to me, it gets me in such (whispering in the background)

T -- All right now, just a minute. Jerry stand up please. Now listen. It seems to me that you're a much better student than that. I know you are and do you want to stay around this classroom or not?

S -- Yeah.

T -- All right. Let's get your behavior back where it should be.

T -- Now sit down! It's extremely discourteous to interrupt this class in that way. All right Sandra.

S -- Well, what kind of things did they have in that plane that they wanted so much? I mean that what did he have in there? Did he have anything that he could shoot back at them or something?

T -- Well, now Sandra's brought up a very good point, ah, what type of information do you think this aircraft would be seeking anyway? In such a high altitude of 65,000 feet or thereabouts? Wally?

S -- Well, ah, I think he might have been lookin', well, you know they've got these cameras with these telephoto lenses. Well he could have just been taking pictures on how they operate things and stuff like that.

T -- All right, now this is a good point. Trying to discover Russian operations. Ah, Jerry.

S -- Ah, another reason for sending that plane over might be they wanted to test the ah, effectiveness of the Russian defenses to see how much chance they had to get through there.

T -- Now class what do you think of that? Testing the Russian defenses with an American's life. Marcia?

S -- Well, I don't think it was right because I think he knew that there would be trouble if they did see him and it would just cause trouble for the whole United States.

T -- Sharon.

S -- Well, right at this time there are many other countries in the world that have got, that have come to distrust the United States and with that information that the Russians are giving, things that were sending planes over there to spy on them they could turn the whole world against us.

T -- All right, now this is, ah, introduces something else too. We have, ah, always prided ourselves in the leadership in the world. Now is this a very good example of leadership? This whole incident, all the facts now that we have? What about the leadership of the United States? Ah, Wally?

- S -- Well, I don't think something like that shows very good leadership | I mean sending some guys over | there and having them check things and see how | they're going. A leader, he, he's | up there and he's not going to care so much about | how they're coming along or something like | that. x |
- T -- All right, now we have heard several | points of view on this problem of the American flyer | that was shot down. I think that we could summarize these on the | board. Marcia would you please go the the board and as | the things are mentioned would you write them down and be our recorder, | ah, in this discussion? Now | again, Robert what were the most important things in this | particular incident?
- S -- Well, one | was, ah, should he | have been in there and, um, how | did he get aro. . . , get around to going that | way.
- T -- All right, now let's put this in a, ah, briefer | question. Ah, let's state it this way. | Why was he there? | Ah, Karen? Another | reason.
- S -- Well, who sent the man?
- T -- All right, | ah, Who? Would be, I think we could just write down the word who. | And we'll remember what this means. Ah, | Sharon, the next point.
- S -- Advantages | or disadvantages or
- T -- Ah, | in other words, why was it done? I think we | have that included in why was he there and . . . |
- S -- What I meant that what could happen because of this. |
- T -- All right, what could happen. That could perhaps | be the third, ah, point that Marcia could | write down. Ah, Karen?
- S -- Well, we haven't discussed this | yet but, ah, what they plan on doing with the man.
- T -- All right, | now this is the one point of the discussion we haven't ah, touched | on at all. What is going to be the result of this, | ah, particular incident? Marcia | will just write down the word result. | x | All right, with these four things on the board we certainly don't have | the full picture of this incident as yet, | however, it certainly

T -- will be developed in the newspapers and in the magazines during the next few days. Especially over the weekend now. Over the weekend I would want you to do this, ah, first of all today we'll just copy down these four little phrases and follow this incident over the weekend, especially in the Sunday paper there should be a very complete article in the paper on Sunday. And following the, ah, (noise in the background) Now just a minute! Let's keep our pens and papers and books away 'til I finish giving the assignment. ah, I want you to, ah, follow up the incident, get many of the facts and then first of all perhaps a paragraph or two, um, on these four points and the most important part of the assignment will be this: what do you think the world opinion of the United States is going to be after the full facts have been known? In other words, will our position be a little bit stronger as a world leader or will we, ah, not be so strong as a result of this one particular incident? Now are there any questions on this assignment? Karen?

S -- Um, when will this be due?

T -- Ah, this will be due on Monday, this will give you ah, a full weekend to work on this particular assignment. Wally?

S -- What happens if you're to be gone over the weekend?

T -- Now of course you're going to be somewhere where you're going to get a Sunday paper. Be sure now that this type of assignment, remember, that it is done in ink. Pencil is not acceptable in this. Jerry

S -- How do we know these newspaper stories are true? Awhile ago when the instance was first discovered they released a statement saying about oxygen shortage or something like that.

T -- Well, now this is one thing that, ah, we will perhaps, ah, have to judge all of these different facts now that have been revealed. Certainly the first set of facts the United States officials said one thing and the day after that they reversed themselves, ah, so we'll just have to take the facts as they, ah, develop and try to, ah, determine that which is right and I think now that on Sunday we'll have a full summary article because the Sunday paper is usually very good for this. Sharon?

S -- Besides doing this could you get some people's opinion to add on on the end?

T -- You certainly could do this, ah, perhaps your|parents, ah,
especially your fathers who have|participated in World War II
might have some, ah,|opinions on a very important incident
like this.|

THIS IS THE END OF THE FIRST TEACHING EPISODE.

First Episode

This is a training tape designed to provide practice in applying the categories of interaction analysis. It consists of several different recorded teaching episodes.

The first episode takes place in a junior high school classroom in which there is a current events discussion occurring just after the headlines of the 11-2 incident of a plane being shot down over Russia.

- 3 T -- This morning during activity class, many (1) of you, ah, wondered
3 if I had seen the (2) headline in the paper this morning. This
3, 5 was again (3) about, ah, the plane that had been shot down (4)
3 over Russia. Now Sandra was wondering just how (5) this, ah,
3 plane got into Russia in the first place. (6)
- 9 S -- Well, I just can't understand how after (7) all the warfare and
9 all of the things that we've been learning about, Russia is so (8)
9, 9 advanced above us and (9) here this plane got into (10) Russia a
9 couple thousand miles and they didn't see it. (11) Of course it
9 did get shot down, but I (12) just can't understand with all their
9, 10 warfare how it did get in there. (13) xx (14)
- 9 S -- Well, I could say that brightens our hopes for (15) retaliation,
9, 9 if they do attack us but, ah, (16) I wonder if they didn't (17)
9 purposely let the plane get in there so they (18) could have an
9 undisputed, ah, claim (19) that we were spying on them. After
9 all the little border incidents (20) like, ah, some of them have
9, 9 been, (21) I don't know if those were spying missions or not but (22)
9 they, ah, someone's always (23) been able to talk their way out of
9 it. So they, ah, (24) possibly let the plane get in there in
9 order so they could have (25) a fool proof case on us.
- 3 T -- Now Jerry's mentioned (26) that, ah, that perhaps the Russians
3 allowed this plane to get in there (27) deliberately so that they
3 might have an edge of some type on us (28) in the, ah, propaganda
3 war that is going on the world (29) today. Ah, now this is of
3 particu. . particular (30)* importance today because, ah, of the
5 summit conference (31) that is beginning now, ah, Marcia, you
5 were ah, (32) reading about the summit conference last week. Of
3, 3 what importance is (33) this, ah, and the plane incident? (34)*

(30) There is an element of praise present, re-enforced by the T reference to Marcia's reading, but not enough to justify using category 2.

(34) A question growing out of a S idea is not category 4, it is 3.

- 9 S -- Well, they'll probably discuss it and they'll (35) think something's,
9 well that Russia is trying to, (36) Oh, get above us in some way
9 and they're (37) trying to get, they're trying to let the plane
9 get into the (38) country so they could shoot it down. This could
9 start (39) a third world war.
- 9 T -- All right, now (40) are there any other thoughts on this plane
4 incident? Rill? (41)
- 9 S -- Well, there was some discussion on whether it, (42) the plane, had
9 mechanical difficulty or. . . (43)
- 2 T -- Now this is a good point now, go ahead. . .
- 9 S -- or whether it was shot down. (44) And the Russians also said that
9 they had the plane (45) in about one piece. . .
- 2 T -- Um Hm
- 9 S -- I don't see (46) how they could have had it in one piece when it
9, 9 was, ah, (47) it fell from 65,000 (48) feet in the air.
- 2 T -- I see
- 9, 9 S -- And, ah, (49) they said they were so far advanced in, ah, (50)
9 missile warfare and everything like (51) that so how could the
9 plane have gotten so far (52) into Russian territory?
- 2 T -- Um Hm (53)
- 9 S -- And, ah, they, there (54) is also some things they said that, that
9, 9 probably, ah, (55) they're probably going to shoot the, the (56)
9 pilot and well, I don't think that's ah, (57) the right thing to
9 do, they should settle it peaceably (58) and discuss it, and. .
- 3, 4 T -- All right. Sandra you have, ah, your (59) hand up, what point did
you wish to add?
- 9, 9 S -- Well, maybe, (60) um, that man, I don't remember his (61) name
right now, is it Powell?
- 3 T -- Ah, who can recall the pilot's (62) name now? Ah, Marcia
- 8 S -- I wouldn't (63) know.
- T -- Susan?
- 8 S -- Powers. (64)
- T -- Powers, that's right.

- 3, 9 S -- Well, this Mr. (65) Powers, maybe he went in there on purpose. (66)
 9 Instead of working with us maybe he was working (67) with the
 9 Russians and maybe he was an agent (68) of some type who went in
 9 there on purpose and, and brought (69) all this stuff in there and
 9 got so far in and, and (70) made everything plain and, and so that
 9 everyone would be suspicious (71) of the United States and what
 exactly they were doing.
- 9 T -- Um, hm (72) -- Now this is a good point. Are there any other
 2, 4 thoughts on this? (73) Ah, Karen?
- 9 S -- Well, do they know who sent the man into (74) Russia?
- 3 T -- Does anyone know now, ah, who gave (75) the orders, do you recall
 3 this from your newspaper, ah, readings? (76)
- 8 S -- Secretary Herter said that he (77) wasn't going to, Secretary of
 8 State Herter (78) said that he wasn't going to reveal who sent him
 8 in, but they do (79) know that the United States didn't tell him
 9 to go. (80)
- 4 T -- Well, now the big question seems to be should we (81) have sent
 4 this pilot in, in the first place? Robert? (82)
- 9, 9 S -- Um, I don't think, ah, he (83) should have gone (84) through the
 9 right channels, I'm not sure he got permission from, (85) ah, high
 9, 9 enough to go in. Ah, he (86) I know this sounds kind of (87)
 9 way out but, ah, he could've, (88) ah, gotten permission, he was
 9, 9 going on a short (89) flight, ah, taking the plane somewhere (90)
 9 or another for repairs and ah, had the mechanical (91) difficulty
 9, 9 in there after he had ah, (92) sort of snuck into Russia, and, (93)
 9 ah, just by luck had not (94) gotten shot down.
- 2 T -- All right, (95) now this is a good point, ah, Robert has mentioned
 3, 4 the mechanical (96) difficulty of it now. Any other thoughts? (97)
 Sharon?
- 9 S -- Well, even if the plane did have a (98) mechanical difficulty,
 9 if we tried to impress that upon the (99), the Russians they
 9 wouldn't believe us because they are trying to find (100) some-
 thing against us.
- 9 T -- Karen. (101)*
- 9 S -- Do you think the United States would have, ah, done the same thing
 if there was a Russian (102) ship or a Russian plane?

(101) Calling on Karen is to acknowledge her right to speak and is perfunctory. The "9" refers to the previous student statement.

- 9 T -- All right. (103) Now Karen has asked the question, now what
3 would the United States have done (104) in such an instance.
3 Ah, Kim? (105)
- 9 S -- Well, I think that maybe they would have, (106) well, that's the
9 way the Russians did it, I think they probably should have (107)
9 because if Russian wants to be, doesn't want, ah, American (108)
9 planes flying over it and finding out different (109) things
9 about her country then (tape goes off) (110)
- 3 T -- All right, now we've heard several different opinions on this (111)
3 problem of the Russian plane but just to recall (112) the several
4 items that have been mentioned, ah, (113) Sharon, ah, would you
4 just briefly (114) tell us now what has been mentioned so far so
4 we can get all of the (115) thoughts together.
- 8 S -- Well, we don't know whether it was mechanical (116) difficulty or
8 the, it was shot (117) down the reason the plane came down. And
8 we don't know whether (118) ah, the man was sent by one of our
8, 8 officials (119) to go over there or whether he did it purposely (120)
8 or whether it was for some other reason. . . (121)
- S -- Hey come on, gimme it!
- 4 T -- Any other (122) thoughts in this Sandra?
- S -- Well (123)
- 9 S -- (whispering by students) no! no! (124)
- 7 T -- All right, boys I've had enough back there now, let's settle down! (125)
Sandra.
- 9 S -- Well, I'd like to know (126) why in the world, I mean he would
9, 9 just (127) go in there, I mean it's so, (128) someone would be so
9 scared, because he knew it was (129) fatal death, I mean, he just
9 couldn't go all the way across (130) Russia and not someone see
9 him with all those (131) difficulties and things like that. . .
- 9, 9 S -- Hey come on give it to me, (132) it gets me in such (133)
10 (whispering in the background). (134)
- 7 T -- All right now, just a minute. Jerry (135) stand up please. Now
7 listen. (136) It seems to me that you're a much better student
7, 7 than that. (137) I know you are (138) and do you want to stay
7 around this classroom or not?
- 8 S -- Yeah. (139)
- 7 T -- All right. Let's get your behavior back where it should be. (140)

- 7 T -- Now sit down! It's extremely (141) discourteous to interrupt this
7 class in that way. (142) All right Sandra.
- 4 S -- Well, (143)* what kind of things did they have in that plane that
9 they wanted so much? (144) I mean that what did he have in there?
9 Did he (145) have anything that he could shoot back at them or
something?
- 9 T -- Well, now Sandra's brought up a (146) very good point, ah, what
2 type of information (147) do you think this aircraft would be
4 seeking anyway? In such a (148) high altitude of 65,000 feet or
4 thereabouts? (149) Wally?
- 9 S -- Well, ah, I think (150) he might have been lookin', well, you know
9 they've got these (151) cameras with these telephoto lenses.
9 Well (152) he could have just been taking pictures on how they
9 operate (153) things and stuff like that.
- 2 T -- All right, now this is a (154) good point. Trying to discover
3, 4 Russian operations. (155) Ah, Jerry. (156)
- 9 S -- Ah, another reason for sending that plane over (157) might be they
9 wanted to test the ah, (158) effectiveness of the Russian defenses
9 to (159) see how much chance they had to get through there.
- 9 T -- Now (160) class what do you think of that? Testing the Russian
3, 3 defenses with (161) an American's life. (162) Marcia?
- 9 S -- Well, I don't think it was right because I think (163) he knew
9 that there would be trouble if they did see him and (164) it
9 would just cause trouble for the whole United States. (165)
- T -- Sharon.
- 9 S -- Well, right at this time there are many (166) other countries in
9 the world that have got, that have come (167) to distrust the
9 United States and with that information (168) that the Russians
9 are giving, things that were sending planes over there to (169)
9 spy on them they could turn the whole world against us. (170)
- 3 T -- All right, now this is, ah, introduces something else (171) too.
5 We have, ah, always prided ourselves (172) in the leadership in
5 the world. Now is this a very (173) good example of leadership?
4 This whole incident, (174) all the facts now that we have? What
4, 4 about the leadership (175) of the United States? Ah, Wally? (176)

(43) The use of category four at (143) and (156) occurs by default, mostly. During the three second interval not much else occurred. The "4" is used because the teacher says, in effect, "What else would you like to say, Sandra?"

- 8 S -- Well, I don't think something like that shows very good leadership(177)
9 I mean sending some guys over (178) there and having them check
9, 9 things and see how (179) they're going. A leader, he, he's (180)
9 up there and he's not going to care so much about (181) how they're
9, 10 coming along or something like (182) that. x (183)
- 3 T -- All right, now we have heard several (184) points of view on this
3 problem of the American flyer (185) that was shot down. I think
5 that we could summarize these on the (186) board. Marcia would
6 you please go to the board and as (187) the things are mentioned
6 would you write them down and be our recorder, (188) ah, in this
6 discussion? Now (189) again, Robert what were the most important
4 things in this (190) particular incident?
- 8, 8 S -- Well, one (191) was, ah, should he (192) have been in there and,
8, 8 um, how (193) did he get aro. . . , get around to going that (194)
way.
- 5 T -- All right, now let's put this in a, ah, briefer (195) question.
5, 5 Ah, let's state it this way. (196) Why was he there? (197) Ah,
4 Karen? Another (198) reason.
- S -- Well, who sent the man?
- 8 T -- All right, (199) ah, Who? Would be, I think we could just write
6 down the word who. (200) And we'll remember what this means.
5 Ah, (201)* Sharon, the next point.
- 4 S -- Advantages (202) or disadvantages or
- 8, 3 T -- Ah, (203) in other words, why was it done? I think we (204) have
5 that included in why was he there and . . (205)
- 9 S -- What I meant that what could happen because of this. (206)
- 3 T -- All right, what could happen. That could perhaps (207) be the
6 third, ah, point that Marcia could (208) write down. Ah, Karen?
- 9 S -- Well, we haven't discussed this (209) yet but, ah, what they plan
on doing with the man.
- 9 T -- All right, (210) now this is the one point of the discussion we
3 haven't ah, touched (211) on at all. What is going to be the
3, 3 result of this, (212) ah, particular incident? Marcia (213) will
6, 10 just write down the word result. (214) x (215) All right, with
5 these four things on the board we certainly don't have (216) the
5 full picture of this incident as yet, (217) however, it certainly

(201) In effect, the teacher is directing a student at the blackboard.

5 T -- will be developed in the newspapers and in the (218) magazines
 5 during the next (219) few days. Especially over the weekend
 5, 6 now (220) Over the weekend I would want you to (221) do this,
 6 ah, first of all today we'll (222) just copy down these four little
 6 phrases and follow this incident over (223) the weekend, especially
 6 in the Sunday paper there should (224) be a very complete article
 5, 5 in the paper (225) on Sunday. (226) And following the, ah,
 7 (noise in the background) Now just a minute! Let's keep (227)
 7 our pens and papers (228) and books away 'til I finish giving
 7, 6 the assignment (229) ah, I want you to, ah, follow up (230) the
 6 incident, get many of the facts and then (231) first of all
 6, 6, 6 perhaps a (232) paragraph or two, um, (233) on these four points (234)
 6 and the most important part of the assignment will be this: (235)
 6 what do you think the world opinion (236) of the United States is
 6, 6 going to be (237) after the full facts have been known? (238)
 6 In other words, will our position be a little bit stronger (239)
 6 as a world leader or will we, ah, (240) not be so strong as a
 6 result of this one particular (241) incident? Now are there any
 4 questions on this assignment? (242) Karen?

9 S -- Um, when will this be due? (243)

6 T -- Ah, this will be due on Monday, this will give you ah, (244) a
 5 full weekend to work on this particular assignment. Wally? (245)

S -- What happens if you're to be gone over the weekend?

9 T -- Now of course (246) you're going to be somewhere where you're
 5 going to get a Sunday (247) paper. Be sure now that this type of
 6, 6 assignment, (248) remember, that it is done in ink. (249) Pencil
 6 is not acceptable in this. Jerry (250)

9 S -- How do we know these newspaper stories are true? (251) Awhile
 9 ago when the instance (252) was first discovered they released
 9 a statement saying (253) about oxygen shortage or something like
 9 that. (254)

5 T -- Well, now this is one thing that, ah, we will (255) perhaps, ah,
 5 have to judge all of these different (256) facts now that have
 5 been revealed. Certainly the first set (257) of facts the
 5 United States officials said (258) one thing and the day after
 5 that they reversed (259) themselves, ah, so we'll just have to
 5 take the facts (260) as they, ah, develop and try to, ah,
 5, 5 determine (261) that which is right and I think now that on (262)
 5 Sunday we'll have a full summary article because the Sunday
 5 paper (263) is usually very good for this. Sharon?

5 S -- Besides doing (264) this could you get some people's opinion to
 9 add on (265) on the end?

3 T -- You certainly could do this, ah, perhaps your (266) parents, ah,
3 especially your fathers who have (267) participated in World War II
5 might have some, ah, (268) opinions on a very important incident
5 like this. (269)

THIS IS THE END OF THE FIRST TEACHING EPISODE.